



## Principle 2 :: Table of Contents


HANDOUT	TITLE
W-7	Transparency Notes: Writing Module Principle 2
W-8	Objects and Activities to Develop Fine Motor Skills
W-9	Practice/Reflection Log and Example: Fine Motor Skills

### **SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY**

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.

**3-5 yrs WRITING** **Principle 2**

- Children need to develop fine motor skills for writing




---

---

---

---

---

---

---

---

---

---

**3-5 yrs WRITING** **Review**

- Find your peer partner and join another pair to form a group of 4
- Review what you learned from completing the 2 assignments and your questions
- Report to large group what you learned

---

---

---

---

---

---

---

---

---

---

**3-5 yrs WRITING** **Principle 2**

- Children need to develop fine motor skills for writing




---

---

---

---

---

---

---

---

---

---

**3-5 yrs WRITING Every Child Reads**

**Principle 2: Develop Fine Motor Skills**

**Outcomes**

- Adults will match fine motor activities to ages and developmental stages
- Adults will add new activities and materials to the environment and be able to model and demonstrate use of materials

W-00000000-0000-0000-0000-00000000-0000

---

---

---

---

---

---

---

---

---

---

**3-5 yrs WRITING Every Child Reads**

**Principle 2: Develop Fine Motor Skills**

**Early Learning Standard**

- Children develop small (fine) motor skills
- Children engage in early writing experiences

**Benchmarks**

- Children use hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials
- Children experiment with writing tools and materials
- Children show skills in using scissors and writing tools for various learning activities

W-00000000-0000-0000-0000-00000000-0000

---

---

---

---

---

---

---

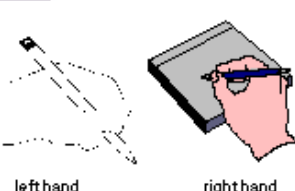
---

---

---

**3-5 yrs WRITING Every Child Reads**

**Correct Pencil Grasp**



left hand      right hand

W-00000000-0000-0000-0000-00000000-0000

---

---

---

---

---

---

---

---

---


---

[illegible][illegible][illegible]

**WRITING**  
3-5 yrs  
Every Child Reads

## Writing Letters Requires

- Visual image of each letter
- Line segments used to form each letter
- Sequences in which the lines are put together to compose the letter
- Direction in which to draw each of the lines



3-5 yrs  
Every Child Reads

---

---

---

---

---

---

---

---

---

---

**WRITING**  
3-5 yrs  
Every Child Reads

## Provide Models When Reading Books

Before

- Write the title/author

During

- Write character names or tally the number of events

After

- Write favorite part of story

3-5 yrs  
Every Child Reads

---

---

---

---

---

---

---

---


---

---

**WRITING**  
3-5 yrs  
Every Child Reads

## Peer Partner Directions

- Find your peer partner and Handout W-9
- Each partner should select an age and stage of development
- Write on Handout W-9 what you will do or say to model fine motor skills you want children to develop
- Set a time and date to observe your peer partner
- Record the date and what happened
- Bring Handout W-9 to the next class



3-5 yrs  
Every Child Reads

---

---

---

---

---

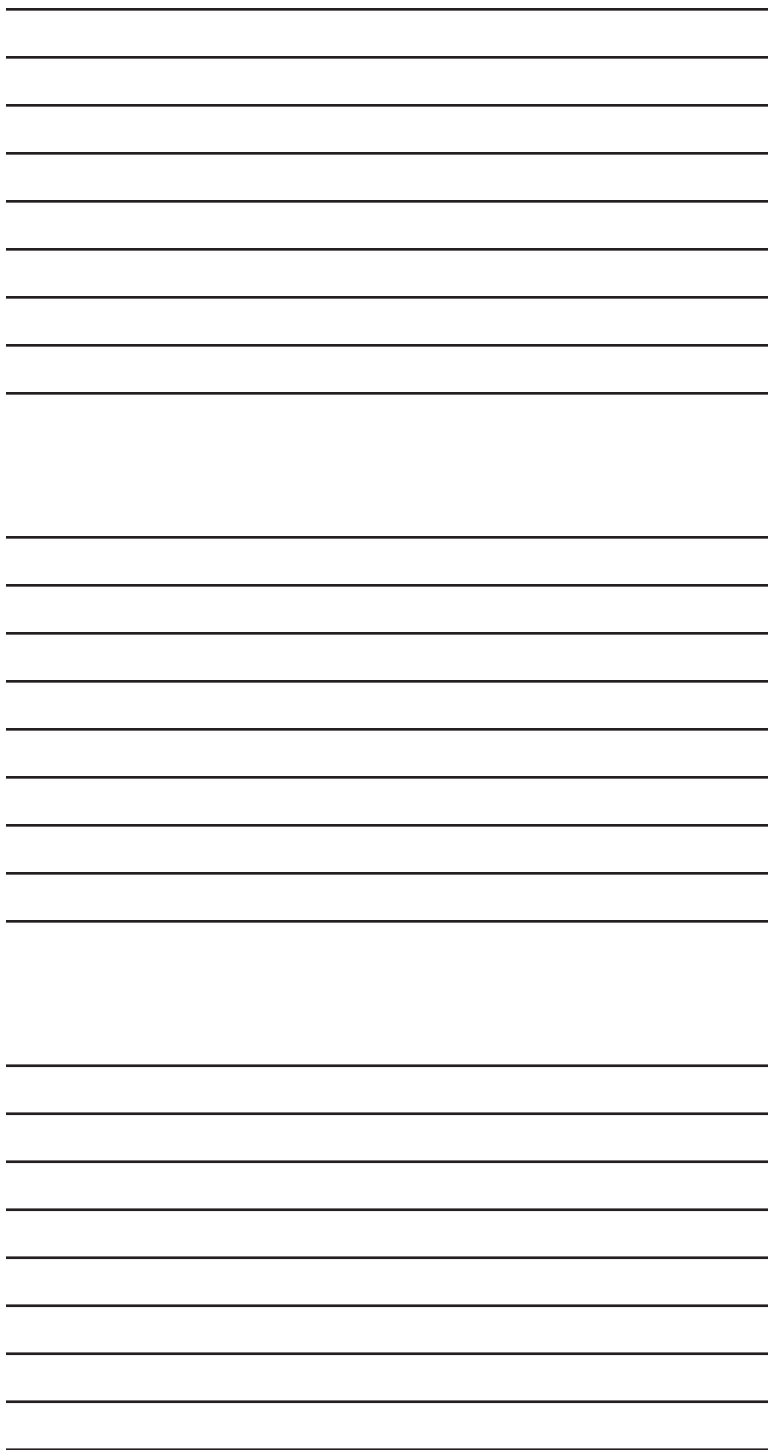
---

---

---

---

---



# Objects and Activities

## to Develop Fine Motor Skills

Sensorimotor Play*	Hand-Eye Coordination	In-Hand Manipulation Skills
<ul style="list-style-type: none"> <li>• Sand play</li> <li>• Play dough</li> <li>• Finger painting</li> <li>• Climbing playground equipment</li> <li>• Crawling through obstacle courses</li> <li>• Somersaulting</li> <li>• Tug of war games</li> <li>• Finding objects hidden in various textures (e.g., rice, corn, macaroni)</li> <li>• Sponge painting with small (1/4-inch) sponges or cotton swabs</li> <li>• Finger puppets and finger plays</li> <li>• Matching objects or textures without using vision (hide objects in bag)</li> <li>• Lying on the floor and coloring on worksheets taped under the table</li> </ul> <p><i>*Use vertical or slanted surfaces whenever possible to promote development of arm and hand muscles.</i></p>	<ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Tracing pictures on tissue paper</li> <li>• Showing child 5-10 items, then removing one, and having child name what is missing</li> <li>• Card games including memory and matching</li> <li>• Matching objects</li> <li>• Using basic shapes to draw animals or basic objects</li> <li>• Drawing</li> <li>• Building with blocks, pegboards</li> <li>• Finding objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Picking up objects (coins, paper clips) with thumb/index fingers and moving objects to palm</li> <li>• Games such as Mancala or Lite Brite, which encourage child to hold objects in hand and then release one at a time into a container</li> <li>• Moving coins from palm to fingertips to put into bank (one hand only)</li> <li>• Moving food from palm to fingers to put into mouth</li> <li>• Turning coins over (head to tails)</li> <li>• Rolling playdough or tissue paper into 1/4-inch balls for art project</li> <li>• Turning pencil over to erase (no help from other hand, body, or any surface)</li> <li>• Stringing beads or lacing by inserting lace through an opening with fingers</li> <li>• Games which include tweezers, dice, or small objects to move (Mancala, Operation Bed Bugs, Operation, Who Spilled the Beans, Perfection)</li> <li>• Manipulatives such as coins, buttons, small magnets</li> <li>• Fasteners for buttoning or snapping</li> <li>• Crafts that include tearing paper, bending pipe cleaners, or weaving mats</li> <li>• Activities with Wikki Stix</li> <li>• Activities that use hand tools such as hammers and screwdrivers</li> </ul>







## Practice/Reflection Log

### Fine Motor Skills

**Directions:** Write three objects or activities you could add to your setting to increase children's fine motor skills. Examples: tearing pieces of paper for an art project or sorting the Legos and pegs storage bins.

Object or Activity	How did children react to the objects and activities?
1	
2	
3	



# Practice/Reflection Log

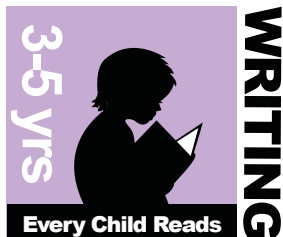
## Example: Fine Motor Skills

Name Shannell Doe Date Due 7/24/06

Find your peer partner. Select a developmental area and age group below. Next, choose an object or activity to develop fine motor hand skills for the appropriate age group, and plan a model or demonstration lesson for the object or activity. Teach the planned lesson. Record the date you practiced and your reflection of the lesson.

Developmental Area: ☒ Sensorimotor Skills: Gross/Fine Motor Skills (Age 3)  
☐ Scribbling (Age 4)  
☐ Writing First Words (Age 5)

Date	Object or Activity	What I will say or do	What I learned/observed from children's responses? What are my questions?
7/18	Large block of Styrofoam (3 inches thick), golf tees (10), and plastic hammer	Children, in our carpenter shop, we will need to practice becoming a good carpenter. First, take this pretend nail; it's really a _____ (golf tee). Put it in the board (pinch nail with tip pointing down). Hold it steady. Hit the nail with your other hand holding the hammer. Kids, don't hit the nails hard. Good carpenters hammer easy so they don't hit their thumbs! Now, who can show me how to hammer these nails?	Kids loved this activity. They wanted to nail other pieces of Styrofoam together. They expanded their own activity!



# Practice/Reflection Log

**Example: Fine Motor Skills**

Name Shannell Doe Date Due 7/24/06

Find your peer partner. Select a developmental area and age group below. Next, choose an object or activity to develop fine motor hand skills for the appropriate age group, and plan a model or demonstration lesson for the object or activity. Teach the planned lesson. Record the date you practiced and your reflection of the lesson.

Developmental Area: ☐ Sensorimotor Skills: Gross/Fine Motor Skills (Age 3)  
☒ **X** Scribbling (Age 4)  
☐ Writing First Words (Age 5)

Date	Object or Activity	What I will say or do	What I learned/observed from children's responses? What are my questions?
7/18	Put music on. Give children broken crayon. Have them close their eyes and scribble to the sound of the music. Try to find pictures of objects drawn in the scribbles.	Children, today we are going to be artists with music and making a picture. Pick out your favorite color. Put the crayon on your paper. Close your eyes and start scribbling to the music. Let's practice scribbling in the air. Close your eyes, put your hand in the air (start music), and scribble away! Are you ready? Let's begin. (Repeat directions: pick up your crayon....) Wow, look at your great pictures! Do you see any shapes in your scribbles? I see a circle in mine. I see a face. Look, if I add dots, it makes a face!	Probably should have used a bigger piece of paper for drawing with their eyes closed. They really had fun with this activity. They wanted to see my picture of scribbles!



# Practice/Reflection Log

## Example: Fine Motor Skills

Name Shannell Doe Date Due 7/24/06

Find your peer partner. Select a developmental area and age group below. Next, choose an object or activity to develop fine motor hand skills for the appropriate age group, and plan a model or demonstration lesson for the object or activity. Teach the planned lesson. Record the date you practiced and your reflection of the lesson.

Developmental Area: ☐ Sensorimotor Skills: Gross/Fine Motor Skills (Age 3)  
☐ Scribbling (Age 4)  
☒ Writing First Words (Age 5)

Date	Object or Activity	What I will say or do	What I learned/observed from children's responses? What are my questions?
7/18	Have children trace pictures taped to windows. Use large, simple, black line drawings like a ball, happy face, sun. Use crayon to trace.	Children, today we are tracing pictures on the window. First, get a crayon and start at the top. Follow the line around, down, and up to make a circle. Start at the top again, and trace the line down. (Repeat directions again.) What did I draw? Very good. It's a ball. There are 3 designs you may trace. Watch me trace another picture and guess what it is!	Have to do project on a sunny day to trace the black line. Smaller shapes were easier for the children to trace.

## Example: Fine Motor Skills

**Directions:** Write three objects or activities you could add to your setting to increase children's fine motor skills. Examples: tearing pieces of paper for an art project or sorting the Legos and pegs storage bins.

Object or Activity	How did children react to the objects and activities?
<p><b>1</b> Use a <u>large sheet of pegboard</u>, different colors of yarn, and two children standing on each side of pegboard. One child pushes yarn through peg hole and child on other side pushes yarn back through on other side. (Takes team work to make a pattern or design any direction.)</p>	<p>Activity was a big success and really works on motor skills getting yarn through the peg hole. Need to make sure you put tape around the end of the yarn. Otherwise, it's a little too hard to get yarn through peg hole without taped end.</p>
<p><b>2</b> <u>Plastic jars and lids</u> of different sizes: Put in the Housekeeping Center in the dish drainer. Let children put/match the lids on the jars and put away in the cupboards.</p>	<p>This kept the kids busy for 25 minutes, at least. Heard a lot of language and concept words like "This lid is too <u>big</u>." "Give me that <u>little</u> lid." "I need a <u>red</u> lid for this jar."</p>
<p><b>3</b> Make <u>macaroni necklaces</u> with different colors of pasta and yarn.</p>	<p>Some of the children had a hard time holding the small macaroni. Next time, I'll buy the larger size macaroni.</p>